

# **The Center for Creativity, Innovation & Discovery**

Executive Director Evaluation Framework

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# The Center for Creativity, Innovation & Discovery

## *Executive Director Evaluation Framework - Board Summary*

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### **Purpose**

This evaluation system ensures the Executive Executive Director’s leadership advances CCID’s charter mission as a student-centered, K–8 charter school providing a challenging, place-based, integrative STEM-centered curriculum.

The evaluation emphasizes research-supported instructional strategies, a positive learning environment, and collaborative student–community partnerships that foster passion and curiosity for the STEM disciplines.

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### **Governance Boundary**

- **Board Role:** Establishes mission, vision, core values, strategic priorities, and accountability
  - **Executive Director Role:** Leads and executes daily operations, instruction, and partnerships in alignment with CCID’s charter
  - The Board evaluates mission fidelity, outcomes, and leadership effectiveness, not day-to-day methods
- 

### **Evaluation Focus**

The Executive Director is evaluated on leadership that ensures CCID:

- Provides active, student-centered learning environments
  - Engages students in questioning, problem solving, collaboration, and hands-on experiences
  - Implements integrative STEM education aligned with Utah Core Standards and national STEM standards
  - Uses project-based, place-based, discovery-based, and inquiry-based pedagogy
  - Embeds the philosophy of Make it REAL | Make it RELEVANT | Make it RIGOROUS
  - Advances CCID’s core values of Creativity, Innovation, and Discovery
- 

### **Evaluation Categories & Weights**

<u>Category</u>	<u>Weight</u>
Vision & Strategic Leadership	20%
Instructional Leadership & Student Outcomes	15%
School Culture, Climate & Student Experience	15%
Staff Leadership & Professional Capacity	15%
Operations, Compliance & Charter Accountability	15%
Financial Stewardship & Resource Management	10%
Family, Community & Board Relations	10%
<b>Total</b>	<b>100%</b>

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## Performance Rating Scale

Rating	Meaning
4 – Exemplary	Leadership consistently strengthens CCID’s mission, instructional model, and long-term sustainability
3 – Proficient	Leadership effectively advances CCID’s mission and expectations
2 – Developing	Leadership partially advances mission; improvement required
1 – Unsatisfactory	Leadership does not adequately support mission or outcomes

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## Annual Evaluation Process

1. Executive Director receives evaluation rubric at the start of the school year
2. Executive Director completes a self-evaluation with evidence aligned to CCID’s charter
3. Board reviews evidence related to mission fidelity, student outcomes, and organizational health
4. Evaluation is discussed in closed session
5. Annual goals or an Improvement Plan are adopted

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## Primary Evidence Reviewed

- Strategic plan aligned to CCID’s mission and core values
- Student growth data and evidence of integrative STEM learning
- Indicators of inquiry-based, place-based, and project-based instruction
- School culture, attendance, and engagement data
- Staff development and retention aligned to CCID philosophy
- Compliance, audit, and financial reports
- Family and community partnership documentation

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## Performance Outcomes

- **Exemplary / Proficient:**  
Contract renewal and charter-aligned goal setting
- **Developing / Unsatisfactory:**  
Executive Director Improvement Plan with SMART goals and board-defined monitoring

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## Board Action

- Contract Renewal
- Conditional Renewal
- Improvement Plan
- Non-Renewal

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## Guiding Principle

*The Governing Board ensures CCID remains faithful to its charter.*

*The Executive Director leads the work of creativity, innovation, and discovery through execution.*

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## **ITEM 1: Board vs. Executive Director Role Clarity**

*Policy-Ready Language for CCID Governing Board*

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### **Purpose**

This addendum establishes clear governance and operational boundaries between the CCID Governing Board and the Executive Director.

It is intended to:

- Support effective leadership
  - Prevent micromanagement
  - Ensure accountability aligned with Utah charter governance best practices
  - Protect both the Board and Executive Director through role clarity
- 

### **Governing Board Responsibilities**

The Governing Board is responsible for governance, oversight, and accountability, not daily operations.

#### **The Board shall:**

- Set and uphold the school's mission, vision, and long-term strategic direction
- Approve and monitor the strategic plan, budget, and policies
- Ensure compliance with charter contract, state, and federal requirements
- Conduct the annual evaluation of the Executive Director
- Make decisions related to Executive Director contract renewal or non-renewal
- Act collectively and not through individual board members

#### **The Board does not:**

- Direct staff other than the Executive Director
  - Manage daily school operations
  - Oversee instructional methods or curriculum implementation
  - Evaluate or discipline staff other than the Executive Director
- 

### **Executive Director Responsibilities**

The Executive Director serves as the chief executive and instructional leader of CCID and is the sole employee accountable to the Governing Board.

#### **The Executive Director shall:**

- Execute board-approved strategic priorities
- Lead all daily operations, instruction, and school management
- Hire, supervise, evaluate, and support all school staff

- Implement board-approved policies and procedures
- Ensure compliance with all regulatory and charter requirements
- Report regularly to the Board on progress, risks, and outcomes
- Foster a school culture aligned with CCID’s mission of creativity, discovery, and innovation

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**Authority and Accountability Structure**

- The Board governs through policy and outcomes
- The Executive Director determines the methods and practices used to achieve those outcomes
- Board members communicate with staff only through the Executive Director
- The Executive Director communicates operational matters to the Board through regular reporting

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**Evaluation Alignment Statement**

“The Governing Board evaluates the Executive Director based on leadership effectiveness, mission alignment, and outcomes. The Executive Director retains authority over the operational methods used to achieve board-approved goals.”

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**Conflict Resolution & Communication Expectations**

- Concerns from individual board members shall be raised with the Board Chair
- The Board Chair communicates concerns to the Executive Director as appropriate
- Performance concerns are addressed through the formal evaluation process, not informal directives

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**Adoption & Review**

This addendum shall be:

- Reviewed annually alongside the Executive Director Evaluation Rubric
- Formally adopted by board vote
- Provided to all board members and the Executive Director

**Board Adoption Date:** \_\_\_\_\_

**Board Chair Signature:** \_\_\_\_\_

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## ITEM 2: CCID Executive Director Evaluation Policy Adoption & Implementation Guide

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### Policy Title: Executive Director Evaluation and Accountability Policy

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#### Purpose

The purpose of this policy is to establish a clear, consistent, and transparent process for evaluating the performance of the Executive Director of the Center of Creativity, Discovery, and Innovation (CCID) Charter School. This policy ensures alignment with CCID's charter mission, Utah charter school accountability expectations, and best practices in nonprofit governance.

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#### Policy Statement

The Governing Board shall conduct an annual performance evaluation of the Executive Director using the CCID Executive Director Evaluation Rubric approved by the Board. The evaluation process is intended to support continuous improvement, accountability, and effective leadership.

#### Evaluation Framework

The evaluation shall be based on the following weighted categories:

1. Vision & Strategic Leadership – 15%
2. Instructional Leadership & Student Outcomes – 20%
3. School Culture, Climate & Student Experience – 15%
4. Staff Leadership & Professional Capacity – 15%
5. Operations, Compliance & Charter Accountability – 15%
6. Financial Stewardship & Resource Management – 10%
7. Family, Community & Board Relations – 10%

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#### Annual Evaluation Process

1. The Executive Director receives the evaluation rubric at the start of the school year.
2. The Executive Director completes a self-evaluation and submits it to the Board Chair no later than two weeks prior to the evaluation meeting.
3. The Governing Board reviews evidence, ratings, and comments using the approved rubric.
4. The Board conducts an evaluation meeting in closed session, as permitted by law.
5. The Board determines an overall performance rating and identifies goals for the upcoming year.

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#### Performance Outcomes

- **Exemplary *or* Proficient:**  
The Board may proceed with contract renewal and goal setting.
- **Developing *or* Unsatisfactory:**  
The Board shall initiate an Executive Director Improvement Plan, outlining expectations, timelines, and board support.

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**Improvement Plan Requirements**

If an Improvement Plan is required:

- Goals must be **SMART**
- Progress must be monitored at defined intervals
- Completion or failure to meet expectations may inform contract decisions

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**Governance Boundaries**

- The Board evaluates outcomes and leadership effectiveness
- The Executive Director determines operational methods
- Individual board members shall not issue directives to staff or the Executive Director outside the formal evaluation process

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**Confidentiality**

Evaluation materials, discussions, and documentation shall be treated as confidential personnel records, in accordance with Utah law.

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**Policy Review**

This policy shall be reviewed annually by the Governing Board and revised as necessary.

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**Adoption**

Adopted by the CCID Governing Board on: \_\_\_\_\_

Board Chair Signature: \_\_\_\_\_

Executive Director Signature: \_\_\_\_\_

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**Implementation Checklist** *(Board Use)*

- Policy formally adopted
- Rubric distributed to Executive Director
- Evaluation calendar set
- Evidence expectations clarified
- Self-evaluation submitted
- Board evaluation completed
- Goals or Improvement Plan finalized

### ITEM 3: Executive Director Self-Evaluation Form

*Completed by Executive Director Prior to Board Evaluation*

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#### Center of Creativity, Discovery, and Innovation (CCID) Charter School

**Executive Director:** \_\_\_\_\_

**Evaluation Year:** \_\_\_\_\_

**Date Submitted to Board:** \_\_\_\_\_

**Instructions:**

The Executive Director completes this self-evaluation using the same performance rubric as the Governing Board.

This document should be submitted to the Board Chair **at least two weeks prior** to the annual evaluation meeting and should include **specific evidence** for each category.

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#### Performance Rating Scale ( Executive Director Self-Assessment)

<b><u>Rating</u></b>	<b><u>Definition</u></b>
4 – Exemplary	Performance consistently exceeds expectations and strengthens CCID’s mission and outcomes
3 – Proficient	Performance meets expectations
2 – Developing	Performance partially meets expectations
1 – Unsatisfactory	Performance does not meet expectations

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#### 1. Vision & Strategic Leadership (15%)

**Self-Rating (check one):**

4  3  2  1

**Evidence Provided (check all that apply):**

- Current strategic plan
- Annual goals and progress report
- Board presentations or reports
- Other: \_\_\_\_\_

**Reflection:**

How have your leadership decisions this year advanced CCID's mission of creativity, discovery, and innovation?

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**2. Instructional Leadership & Student Outcomes (20%)**

**Self-Rating (check one):**

4  3  2  1

**Evidence Provided:**

- Classroom observation schedule and feedback samples
- Student achievement and growth data
- Curriculum or instructional initiatives
- Other: \_\_\_\_\_

**Reflection:**

What instructional leadership actions had the greatest impact on student learning and engagement?

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**3. School Culture, Climate & Student Experience (15%)**

**Self-Rating (check one):**

4  3  2  1

**Evidence Provided:**

- Climate or satisfaction survey results
- Attendance and discipline data
- Student support initiatives
- Other: \_\_\_\_\_

**Reflection:**

How have you intentionally supported a safe, inclusive, and engaging school culture?

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**4. Staff Leadership & Professional Capacity (15%)**

**Self-Rating (check one):**

4  3  2  1

**Evidence Provided:**

- Staff evaluation documentation
- Professional development plans
- Staff retention data
- Other: \_\_\_\_\_

**Reflection:**

How have you supported staff growth, effectiveness, and alignment with CCID's mission?

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## 5. Operations, Compliance & Charter Accountability (15%)

**Self-Rating (check one):**

4  3  2  1

**Evidence Provided:**

- Compliance calendars and submissions
- Audit or monitoring reports
- Policy implementation records
- Other: \_\_\_\_\_

**Reflection:**

What systems or practices ensured strong operational performance and compliance this year?

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## 6. Financial Stewardship & Resource Management (10%)

**Self-Rating (check one):**

4  3  2  1

**Evidence Provided:**

- Approved budget
- Financial reports
- Grant or supplemental funding documentation
- Other: \_\_\_\_\_

**Reflection:**

How did financial decisions support instructional priorities and long-term sustainability?

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## 7. Family, Community & Board Relations (10%)

**Self-Rating (check one):**

4  3  2  1

**Evidence Provided:**

- Family communications
- Board reports or presentations
- Community partnership documentation
- Other: \_\_\_\_\_

**Reflection:**

How did you strengthen trust, communication, and collaboration with families, the board, and the community?

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## Overall Reflection (*Required*)

**Greatest Strength This Year:**

**Area for Growth:**

**Support or Resources Requested from the Board:**

**Executive Director Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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**Item 4: CCID Executive Director Annual Evaluation (*Board Use*)**

*Fillable Evaluation Form – Board Use*

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*Center of Creativity, Discovery, and Innovation (CCID) Charter School*

Evaluation Year: \_\_\_\_\_

Executive Director: \_\_\_\_\_

Board Evaluators: \_\_\_\_\_

Date Completed: \_\_\_\_\_

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**Performance Rating Scale**

<b>Rating</b>	<b>Definition</b>
4 – Exemplary	Consistently exceeds expectations; leadership measurably strengthens CCID’s mission, outcomes, and long-term sustainability
3 – Proficient	Meets expectations; demonstrates effective, reliable leadership
2 – Developing	Partially meets expectations; improvement required
1 – Unsatisfactory	Does not meet expectations; immediate corrective action required

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**Category Weights**

<b>Category</b>	<b>Weight</b>
Vision & Strategic Leadership	15%
Instructional Leadership & Student Outcomes	20%
School Culture, Climate & Student Experience	15%
Staff Leadership & Professional Capacity	15%
Operations, Compliance & Charter Accountability	15%
Financial Stewardship & Resource Management	10%

Family, Community & Board Relations	10%
Total	100%

### 1. Vision & Strategic Leadership (15%)

#### Objective

The Executive Director leads the CCID with a clear, mission-aligned vision and executes board-approved strategic priorities.

#### Rating (check one):

4  3  2  1

#### Observable Indicators

- Maintains a written strategic plan reviewed annually
- Aligns decisions to CCID charter mission
- Reports progress toward strategic priorities to the board

#### Evidence Reviewed

- Strategic plan  
 Board reports  
 Meeting agendas  
 Other: \_\_\_\_\_

*Board Evaluation Comments:*

Score: \_\_\_\_ / 4

---

### 2. Instructional Leadership & Student Outcomes (20%)

#### Objective

The Executive Director ensures high-quality, standards-aligned, creativity-centered instruction that results in measurable student growth.

#### Rating (check one):

4  3  2  1

#### Observable Indicators

- Conducts regular classroom observations with documented feedback
- Uses student data to inform instructional decisions
- Supports curriculum alignment and innovation

#### Evidence Reviewed

- Observation logs  
 Student performance data

- Instructional plans
- Other: \_\_\_\_\_

*Board Evaluation Comments:*

Score: \_\_\_\_ / 4

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### 3. School Culture, Climate & Student Experience (15%)

#### Objective

The Executive Director fosters a safe, inclusive, and engaging learning environment aligned with CCID values.

#### Rating (check one):

- 4  3  2  1

#### Observable Indicators

- Positive school climate reflected in surveys and attendance
- Clear behavior and safety systems
- Proactive student support practices

#### Evidence Reviewed:

- Climate surveys
- Attendance data
- Discipline reports
- Other: \_\_\_\_\_

*Board Evaluation Comments:*

Score: \_\_\_\_ / 4

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### 4. Staff Leadership & Professional Capacity (15%)

#### Objective

The Executive Director recruits, develops, evaluates, and retains effective staff aligned with CCID's mission.

#### Rating (check one):

- 4  3  2  1

#### Observable Indicators

- Regular staff evaluations conducted
- Professional development aligned to school goals
- Evidence of staff retention and leadership development

#### Evidence Reviewed:

- Evaluation records
- PD plans

- Retention data
- Other: \_\_\_\_\_

*Board Evaluation Comments:*

Score: \_\_\_\_ / 4

---

## 5. Operations, Compliance & Charter Accountability (15%)

### Objective

The Executive Director ensures full compliance with Utah charter requirements, board policies, and legal obligations.

### Rating (check one):

- 4  3  2  1

### Observable Indicators

- Required reports submitted accurately and on time
- Clean audits and compliance reviews
- Proactive identification of operational risks

### Evidence Reviewed:

- Compliance calendar
- Audit reports
- Policy documentation
- Other: \_\_\_\_\_

*Board Evaluation Comments:*

Score: \_\_\_\_ / 4

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## 6. Financial Stewardship & Resource Management (10%)

### Objective

The Executive Director responsibly manages financial and physical resources to support student learning.

### Rating (check one):

- 4  3  2  1

### Observable Indicators

- Budget aligns with strategic priorities
- Transparent financial reporting
- Responsible resource allocation

**Evidence Reviewed:**

- Approved budget
- Financial reports
- Other: \_\_\_\_\_

*Board Evaluation Comments:*

Score: \_\_\_\_ / 4

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**7. Family, Community & Board Relations (10%)**

**Objective**

The Executive Director maintains effective communication and partnerships while respecting board governance boundaries.

**Rating (check one):**

- 4  3  2  1

**Observable Indicators**

- Regular communication with families and board
- Professional, collaborative board relationship
- Community engagement supports school mission

**Evidence Reviewed**

- Communications
- Board feedback
- Engagement metrics
- Other: \_\_\_\_\_

*Board Evaluation Comments:*

Score: \_\_\_\_ / 4

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**8. Weighted Score Summary**

Category	Weight	Score
Vision & Strategic Leadership	15%	_____
Instructional Leadership	20%	_____
School Culture & Climate	15%	_____
Staff Leadership	15%	_____
Operations & Compliance	15%	_____
Financial Stewardship	10%	_____
Family & Board Relations	10%	_____
Overall Rating (Weighted)	100%	_____ / 4.0

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**Overall Evaluation**

Executive Director Strengths:

Areas for Growth:

**Overall Rating:**

Exemplary  Proficient  Developing  Unsatisfactory

**Board Chair Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Executive Director Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**ITEM 4: CCID Executive Director Improvement Plan Template**

*Triggered by "Developing" or "Unsatisfactory" Ratings*

Center of Creativity, Discovery, and Innovation (CCID) Charter School

**Executive Director:** \_\_\_\_\_

**Evaluation Year:** \_\_\_\_\_

**Date Initiated:** \_\_\_\_\_

**Purpose**

This Improvement Plan provides a structured, supportive, and accountable process to address performance areas identified during the Executive Director’s annual evaluation. The intent is growth and success, while clearly documenting expectations and timelines.

**Category Requiring Improvement**

- Vision & Strategic Leadership
- Instructional Leadership & Student Outcomes
- School Culture, Climate & Student Experience
- Staff Leadership & Professional Capacity
- Operations, Compliance & Charter Accountability
- Financial Stewardship & Resource Management
- Family, Community & Board Relations

**Identified Concern (Board-Defined)**

*(Specific, observable, evidence-based)*

**Improvement Goal (SMART)**

*(Specific, Measurable, Achievable, Relevant, Time-bound)*

**Action Plan**

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Action Step	Responsible Party	Timeline	Evidence of Completion
	Executive Director		
	Executive Director		
	Executive Director		

**Board Support & Resources**

- Coaching or mentoring
- Professional development
- Additional resources
- Adjusted timeline
- Other: \_\_\_\_\_

Details:

**Monitoring & Review Schedule**

- Check-In #1: \_\_\_\_\_
- Check-In #2: \_\_\_\_\_
- Final Review: \_\_\_\_\_

Progress will be reviewed using documented evidence, not anecdotal feedback.

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**Possible Outcomes**

- Successful completion of improvement plan
  - Extension with revised actions
  - Contract action considered by the Board
- 

**Signatures**

Board Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Executive Director: \_\_\_\_\_ Date: \_\_\_\_\_

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